

University of the State of New York Bulletin

Entered as second-class matter August 2, 1913, at the Post Office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918

Published Fortnightly

No. 854

ALBANY, N. Y.

June 15, 1926

HOMEMAKING EDUCATION IN THE EVENING SCHOOL

ARRANGED BY

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State Supervisor of Home Economics Education

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THE UNIVERSITY OF THE STATE OF NEW YORK PRESS
1926

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FOREWORD

This bulletin has been prepared as an aid to local school authorities in developing a more comprehensive program of homemaking education in the evening schools. A very small per cent of homemakers have had adequate training for the complex and varied responsibilities of managing a modern home. Scientific studies and research during the past decade have resulted in the development of many courses essential in the intelligent management of the home. Courses in foods and clothing are no longer sufficient to meet the needs of the homemaker of today. There is an urgent need for courses in the evening schools in child care and training, home nursing, health of the family, nutrition and child feeding, home management, budgeting and home planning and decoration. It is hoped that the three-year courses in homemaking outlined in this bulletin, leading to a certificate of achievement issued by the State Department of Education, will find a place in the evening schools of every community of the State.

LEWIS A. WILSON

Director, Division of Vocational and Extension Education

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HOMEMAKING EDUCATION IN THE EVENING SCHOOL

Many communities in the State are interested in organizing short unit courses in homemaking, as well as in improving the subject matter taught in evening school classes. It is the purpose of this bulletin to present some suggestive courses that have been developed by the supervisors of home economics, teacher trainers and teachers of evening schools, and to suggest ways in which the subject may be improved.

The objectives of any evening school class in homemaking should be to meet the needs of three groups of women and girls, namely: (1) wage earning or nonwage earning women who plan to become homemakers at an early date; (2) women who are engaged in the vocation of homemaking as directors of homes or assistants; and (3) business or professional women or working girls who desire courses to assist them with such problems as food, clothing, housing, health etc. With these needs in mind the aims of the courses are as follows:

- 1 To train future homemakers
 - a To give definite appreciation of home life in such activities as: proper nutrition of the family; selection and care of clothing; care and rearing of children; health of the family; selection, furnishing and care of the house and its equipment; proper expenditure of the income; social, moral and civic obligations of the home
 - b To raise standards of living in the following respects: health and sanitation of home, proper expenditure of income and proper housing
 - c To impart fundamental facts, reasons and principles which underlie the activities of women in the home and the community
- 2 To help present homemakers solve their problems such as proper nutrition of the family, selection and care of clothing, care

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of the house and its equipment, care and training of children, expenditure of family income, etc.

a May be one or all of the above objectives, under "To train future homemakers"

3 To meet personal and avocational needs of unmarried women and girls

a To give definite appreciation of better living

b To raise standards of living

c To impart facts and principles necessary for these needs

d To increase the general intelligence of women in order that they may appreciate the need for further training in home-making

With objectives 1 and 2 the approach to the course should be made from the home need, while with objective 3 it should be made from the personal and avocational need.

THE SHORT UNIT COURSE

The short unit course has advantages over the long term, firstly, because it has a definite aim and is complete in itself, thereby giving the pupil an opportunity to attend school for a short period of time; and secondly, because it results in improved instruction on the part of the teacher thereby increasing the interest of the pupil, which in turn makes for regular attendance.

The following suggested units have been largely worked out and tried by the teachers in the field. They represent their ideas in presenting this subject to the women in the evening schools.

ORGANIZATION AND RECRUITING

In organizing the homemaking work in an evening school it is necessary to advertise it several weeks previous to the opening night. Various ways have been tried and found successful. The newspaper is an excellent means for reaching homemakers, while short talks given at the lunch hour in stores and factories will reach the working girl. Attractive posters placed in the street cars, and public places have increased the registration. Letters, leaflets and dodgers explaining the work to be offered have been mailed or handed out to the homemaker and the working girl. The teacher can accomplish much by talking with her former pupils about new work to be offered, and they in turn will interest their friends. The director and supervisor should plan carefully ways and means to conduct the recruiting of women for the evening school. All community organizations

such as the chamber of commerce, women's clubs, civic league etc., should be helpful in organizing this work. In order to reach all types of girls and women, various classes should be organized such as the afternoon class for mothers, the supper class for working girls and professional women, the home or neighborhood class for the foreign-born women, the factory or store class for girls in industry and commerce, and the evening class for all of the above groups and homemakers.

METHODS OF INSTRUCTION

The method of instruction generally used in the evening class is individual. This is necessary, to a certain extent, but considerable time is wasted by using this method entirely. The class and group instruction save considerable time for the teacher. The class method should be used to put over a point which in general applies to all members, while the group method could apply in instructing a number of pupils working on the same problem, all of whom were making the same degree of progress. The individual method should be resorted to only as a special aid to an individual problem. The teachers who organize and present their work through demonstration, discussion, illustration, and by making short introductory talks each evening are obtaining better results than those who have followed the method of merely showing each pupil how to work and in some cases doing the work themselves.

The project method and home project are easily adapted to the evening school problem and should be used whenever possible. The individual instruction sheet may be used when the pupil is working on an individual problem and this will save considerable time for the teacher.

When all teachers realize that the best methods of instruction should be used in conducting our courses, the work in the evening school will be improved. It must be remembered in this connection that the time is short and the work accomplished by the pupil is done after the close of the working day. Teachers should be interested in improving their work but this can be accomplished only through teacher-training courses, teachers' meetings with supervisors and better preparation of lessons on the part of the teachers.

QUALIFICATIONS OF TEACHERS

The success of the evening school in a large measure depends upon the teacher. Several different types of teachers are used in the evening schools. The day home economics teacher who holds a license for

such teaching is qualified. Women with a good general education who have had five years of practical experience in dressmaking, millinery or interior decoration and some professional training may be licensed to teach certain phases of homemaking in the evening schools. Licenses to teach homemaking in the evening schools are also issued to women with a good general education who have had five years of successful experience in homemaking, some special training in homemaking and some professional training. It is recommended that only persons with an intimate knowledge of home problems and home conditions be employed to teach homemaking in the evening schools. Licenses for teaching in evening schools are issued only upon the request of the local superintendent of schools.

The State Department of Education maintains at certain centers throughout the State evening courses for the professional training of persons interested in teaching homemaking in the evening schools. These courses are maintained primarily to provide professional training for women with practical experience in industry or homemaking who desire to prepare to teach this subject in evening schools. It is recommended, however, that all teachers of homemaking subjects in evening schools, who have not had considerable professional training, avail themselves of the opportunity of taking special professional courses such as methods of teaching and analysis of subject matter. Only in cases of emergency will a temporary license to teach in evening schools be granted to a person who has not had some professional training.

ARRANGEMENT OF A HOMEMAKING COURSE

The State Department of Education is interested in developing a homemaking course in the evening schools and is willing to grant a certificate on the completion of course one as outlined in this bulletin. The minimum requirement is 12 units of 10 or 12 lessons of 2 hours each, or 240 hours. These units are to cover the field of homemaking in its various phases. The arrangement of courses is merely suggestive to communities, and any other plan may be submitted for approval. The value of a homemaking course in the evening school tends to interest girls and women in this important subject and increases their desire for further training. The granting of a certificate is a mark of achievement welcomed by a number of women who have not been able to earn this in the regular day schools.

SUBJECT CONTENT OF COURSES OF STUDY

The suggested content of the short unit courses has been largely arranged on a basis of twelve lessons. The unit may be shortened or lengthened, however, to meet the needs of the community and the members of the class. The minimum for a short unit is usually considered to be six lessons and the maximum sixteen lessons. These same units may be used for developing a term course in communities that desire it. The practice apartment in the school or the practice house may be used to advantage in presenting the units on meal planning, nutrition, house decoration, health of the family, home management, related art to the home and home life and hospitality.

The pupils should be encouraged to pass from one unit to another, and as soon as they have completed a unit a small card or certificate should be presented to them, stating that they have successfully completed the unit. This will encourage them to continue the home-making course and will also help in keeping an accurate record at the school.

All the resources of the community should be utilized, such as libraries, banks, recreational places, etc. In teaching any of the units, personal as well as community needs of the group must be taken into consideration.

COURSE I

FOR HOMEMAKERS AND PROSPECTIVE
HOMEMAKERS

This course is organized to meet the needs of homemakers and prospective homemakers. It includes carefully planned units of instruction in all of the major phases of homemaking. Students who successfully complete this course or the equivalent will be awarded a Certificate of Achievement in Homemaking, issued by the State Department of Education.

One Year

Food: meal planning, preparation and serving, 1 unit, 12 lessons

Nutrition and child feeding, 1 unit, 12 lessons

Clothing, selection, care, cost and construction, 1 unit, 12 lessons

Advanced clothing (dressmaking or children's clothing or millinery or design), 1 unit, 12 lessons each

One Year

Health of the family, 1 unit, 12 lessons

Home nursing, 1 unit, 12 lessons

Training and care of children, 1 unit, 12 lessons

Home life and hospitality, 1 unit, 12 lessons

One Year

House planning, 1 unit, 12 lessons

House decoration and furnishing, 1 unit, 12 lessons

Home management: the income, 1 unit, 12 lessons

Home management: the house, 1 unit, 12 lessons

FOOD: MEAL PLANNING, PREPARATION AND SERVING

Unit, 12 lessons

Lesson I Planning the daily meals

A The family

1 Number

2 Age

3 Occupations

B The income

1 Division: amount for food. Average income taken and meals planned accordingly for 1 week

C Food groups

1 Uses in the body

2 What the day's food should provide

D Practical work

1 Planning the menus in full to be prepared for Sunday, Monday and Tuesday or three days of the week

2 Marketing: make out market order

3 Proper division of money for food requirements

Lesson II Preparation and serving of Sunday's meals

A Breakfast

B Dinner

C Sunday night tea

D Division of the class into groups for meal preparation and serving

Lesson III Preparation of a balanced meatless dinner

A Discussion of dinner after preparation

B Finish planning the week's menus in full

Lesson IV Food and Health

A How much food does the body need?

B Are you the correct weight?

C Practical work

1 Preparation of breakfast and luncheon for the day to go with the meatless dinner

Lesson V Entertainment in the home; house versus home

A The family group: pictures, good books, music, magazines, discussion at meal time

B Types of entertainment

- 1 Suppers: Sunday night
- 2 Dinners: special occasions and holidays
- 3 Luncheons
- 4 Parties
- 5 Picnics
- 6 Buffet suppers

C Practical work

- 1 Entertaining guests at supper
- 2 Table decorations, special dishes
- 3 Preparation and serving of a supper planned

Lesson VI Fuel and time saving in food preparation

A Economical use of meat in the home

B Use of cheaper cuts of meat: stews, pot roasts etc.

C Practical work

- 1 Preparation and serving of a dinner planned
- 2 Use of fireless cooker

Lesson VII The planning of a week's meals based on an annual income of \$2000

A Family

B Food requirements for family for 1 day

C Practical work

- 1 Preparation of an emergency luncheon
 - a* Use of the emergency shelf in the home

Lesson VIII Calories as a measure for food requirement

A What is a calorie? What is a Standard Portion (S. P.)?

- 1 Display of 100 calorie portions of uncooked foods

B Practical work

- 1 Special discussion of a dinner for Thanksgiving Day or any holiday
- 2 Preparation of a supper
- 3 Calculation of calories in supper prepared

Lesson IX The week's meals continued

A Fish: place in the diet

- 1 Selection
- 2 Cost
- 3 Preparation

B Practical work

- 1 Preparation and serving of fish dinner
- 2 Starting to prepare holiday dinner

Lesson X The Thanksgiving or holiday dinner

A Preparation and serving

Lesson XI Food eaten away from home

A Cafeteria

- 1 Selection
- 2 Cost

B Contents of the lunch box*C* Practical work

- 1 Preparation of lunch box for child
- 2 Preparation of lunch box for adult

Lesson XII Summary of the unit

A Summarize

- 1 Food groups
- 2 Balanced meals
- 3 Value in buying wisely
- 4 Making best use of what is bought
- 5 Labor, preparation, serving

B The housewife's library

- 1 Contents
- 2 Source

C The housewife's accounts**References***Books*

- Abel, M. H. Successful Family Life on a Modern Income. Lippincott
- Andrews, B. R. Economics of the Household. Macmillan
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- Robinson, E. R. & Hammel, H. G. Cooking Through Preparation of Meals. American School of Home Economics
- Rose, M. S. Feeding the Family. Macmillan
- Taber, C. W. The Business of the Household. Lippincott
- Terrill, Bertha. House Management. American School of Home Economics
- Willard, Florence & Gillett, Lucy. Dietetics for High Schools. Macmillan

Bulletins, Pamphlets, Magazines

Delineator Magazine, the Home Department
Good Proportion in the Diet, Farmers Bulletin 1313
Good Housekeeping Magazine
How to Select Foods, Farmers Bulletins 808, 817, 824
Metropolitan Cook Book. Metropolitan Life Insurance Co.
Pamphlets, posters. National Dairy Council
Use and Preparation of Food, Bulletin 35, Federal Board for Vocational Education

NUTRITION AND CHILD FEEDING¹*Unit, 12 lessons*

Lessons I-II The homemaker and the nutrition of her family

A Principles of normal nutrition

- 1 What it is
- 2 Its relation to animals and the human being

B Food groupings according to function

- 1 Foods that give energy
 - a For fuel
 - b For activity
- 2 Foods that build the body
 - a Foods that build muscle
 - b Foods that build bones and teeth
- 3 Foods that regulate the body, make it grow and keep it healthy

C Food materials

- 1 Food valued for fuel
 - a Starchy vegetables
 - b Cereals
 - c Sugars
 - d Fats and oils
- 2 Food valued for muscle building material or protein
 - a Milk
 - b Milk products
 - c Eggs
 - d Meat
 - e Fish
 - f Legumes

¹ Women who have completed the unit on food: meal planning, preparation and serving, should be admitted to this unit.

- 3 Food valued for bone and teeth building material (or mineral salts)
 - a* Milk
 - b* Green vegetables
 - c* Fruits
- 4 Foods valued for regulating the body, promoting growth and health (vitamines and mineral salts)
 - a* Green vegetables
 - b* Fruits
 - c* Milk
 - d* Butter
 - e* Water

D Practical work

- 1 Display of 100 calorie portions of common foods
- 2 Planning meals for an average family based on nutritive requirements

Lesson III A study of milk

A Food value

- 1 Caloric value: 100 calorie portions
- 2 Nutritive value
 - a* Chemical composition
 - b* Vitamin content
 - c* Mineral content
 - d* Amount to be taken daily

B Milk production

C A study of bacteriology in relation to milk

- 1 Care of
- 2 Pasteurization of
 - a* Necessity of supplying vitamin C

D Preparation of simple milk desserts

- 1 Discussion of the nutritive value
- 2 Calculation of the caloric value of each

Lesson IV Child feeding

A Food needs of the growing organisms, the requirements

- 1 Types of protein
- 2 Mineral salts
- 3 Vitamines

B The pregnant mother

- 1 Selection and preparation of food as milk dishes, preserving vitamines
- 2 Abnormal appetites
- 3 Constipation

- C* The nursing mother ; effects of
 - 1 Digestion
 - 2 Mental states
 - 3 Advantages of natural feeding
 - 4 Supplementary feeding

- D* Practical work

- 1 Planning and preparation of food for the pregnant and nursing mother

Lesson V Child feeding, baby 1 to 12 months

- A* For the normal child

- 1 Daily program for breast-fed babies
 - a* Periods
 - b* Food served in each period
 - c* Changes made in feeding each month

- B* Artificial feeding of infants

- 1 General plan for whole milk dilutions with carbohydrate additions
 - a* Modifying of milk
 - 2 Feeding schedule

- C* Practical work

- 1 Assembling equipment
 - 2 Preparation of the different foods in class

Lessons VI-VII Feeding during the second year

- A* Value of milk as a food for growth, 1 to 6 years

- B* Foods from which the two-year-old's diet should be built up

- 1 Milk (chief article in the diet)
 - 2 Fruit ; importance of
 - 3 Cereal
 - 4 Vegetable
 - 5 Stale bread (chew)
 - a* To foster the habit of mastication ; avoid variety
 - 6 Foods which furnish calcium, iron and phosphorus

- C* Discussion of a representative diet

- 1 Energy requirement
 - 2 A study of caloric value
 - 3 A study of percentage of protein, carbohydrate, fat
 - 4 A study of ash constituents
 - 5 Time for each meal to be served

- D* Preparation of four meals

- 1 Four meals for 1 day for the 18-month-old
 - 2 Four meals for 1 day for the 2-year-old

- 3 Points to observe
 - a* Stimulate mastication
 - b* Correct habits inculcated early
- 4 Set up the meals; discuss

Lesson VIII Child feeding during the fourth, seventh and twelfth years

- A* Foods from which the diet should be built up
- B* Number of calories for each year and quantity of foods to yield the requisite amount
- C* Typical menus for each year and the schedule of feeding
- D* Practical work
 - 1 Preparation of the different menus
 - 2 Pupils bring in menus for criticism

Lessons IX–XI Food for the family group

- A* Importance of balanced meals
- B* Construction of the menu
- C* Types of meal plans
- D* Food combinations from the standpoint of
 - 1 Energy requirement
 - 2 Foodstuffs represented
 - 3 Flavor
 - 4 Color
 - 5 Vitamines
 - 6 Ash constituents, iron, phosphorous, calcium
 - 7 Ballast (to avoid constipation); organic acids
 - 8 Foods to stimulate mastication
- E* Criticise menus which class brings in, using the above as the basis for criticism
- F* Practical work
 - 1 Planning and preparation of a day's meals to meet the nutritional need of a family with several children of various ages
 - 2 The same with consideration of an aged person, also for people at work

Lesson XII Abnormal nutrition

- A* Causes
- B* Digestion and assimilation
 - a* Causes of digestive disturbances
- C* General diets
 - 1 Liquid, soft and convalescent
 - 2 Fevers and milk diet

- 3 Constipation and diarrhoea
- 4 Obesity
- 5 Food poisoning
- 6 Colds, headaches etc.
- D* Practical work
 - 1 Planning and preparation of some of the above diets according to the needs of the class

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- Willard, Florence & Gillett, Lucy.** Dietetics for High School. Macmillan

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- Breast Feeding. Children's Bureau
- Food for the Family. New York Association for Improvement of the Conditions of the Poor, 125 22d st., New York City
- Good Proportions in the Diet. Farmers' Bulletin 1313
- How to Select Foods. Farmers' Bulletins 808, 817, 824
- Infant Care. Children's Bureau
- Milk — The Indispensable Food for Children. Children's Bureau
- Nutrition Bibliography. New York Nutrition Council issued by Health Service, American Red Cross, New York County Chapter, 598 Madison av., New York City
- Nutrition Notes for Elementary Teachers. Bulletin 810, University of the State of New York
- Outline for the Teaching of Nutrition. Merrill-Palmer School, Detroit, Mich.
- Prenatal Care. Children's Bureau
- Vitamines. Bulletin 3, Extension Service, Ohio State University
- Use and Preparation of Food. Bulletin 35, Federal Board for Vocational Education

ELEMENTARY CLOTHING

Unit, 12 lessons

- Lesson I Study of clothing
- A* The clothing problem and factors involved
 - B* Choice of garments

C Suitability

D Cost in relation to budgets

E Durability

F Design

1 Measurement

2 Pattern

3 Type of person

G Show types of garments of ready-to-wear and made in the home; pictures and fashion magazines for presenting all the above points

Lesson II Selection of material

A Suitability

B Cost

C Durability

D Design; color

E Amount of material

F Trimmings

G Bindings

H Show sample lengths of fabrics to be used

Use of posters, charts, advertisements for discussion of
A, D, F and *G*

Lessons III–VII Construction

A Machine

1 Care: demonstration and class discussion

2 Use

B Pattern

1 Selection: demonstration and class discussion

2 Measurements

3 Alteration: preparation of material; charts and models

4 Placing

5 Cutting

C Seams

1 Marking

2 Basting

D Fitting

E Decorations: illustrative material

F Finished

G Finished value (actual cost); fashion magazines and magazine articles

Lessons VIII-IX* Hygiene

A Personal hygiene

- 1 Care of hair, nails, skin, teeth, feet
 - a* Demonstration of manicuring
 - b* Talk on care of hair by specialist
 - c* Use of magazine and newspaper clippings and charts

B Hygiene of clothing

- 1 Use
 - a* Warmth
 - b* Protection
 - c* Esthetic
 - d* Talk by physician or nurse
- 2 The well-dressed woman
- 3 Accessories; show a few good ones
- 4 Use of charts, posters, slides for above

Lesson X Care of clothing

A Daily

- 1 Mending
- 2 Airing
- 3 Laundering and cleaning
- 4 Dyeing
- 5 Brushing
- 6 Hanging or storing
- 7 Demonstration of above

B Seasonal

- 1 Renovation
 - a* Show remodeled garments
 - b* Lists of suggested garments that might be made from old
- 2 Winter and summer storage
- 3 Remodeling
 - a* Material considered from standpoint of time and energy

Lesson XI Budget

A Allotment of allowance for clothing*B* Comparison of ready-made garments with homemade garments*C* Discuss advantage of keeping a budget*D* Pamphlets from banks

Suggested Problems To Meet the Needs of the Individual
Elementary

- 1 Undergarments
- 2 Aprons
- 3 Simple blouses
- 4 House dresses
- 5 Household linens
- 6 Curtains
- 7 Children's clothing
- 8 Dress accessories
 - a Handkerchiefs
 - b Scarfs
 - c Bags
 - d Cuff and collar sets
- 9 Community problems and gift work

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- & McGowan, E. B. Textiles. Chapter X. Macmillan

Bulletins, Pamphlets, Magazines

- Clothing for the Family. Bulletin 23, Federal Board for Vocational Education
- Home Laundering. Farmers' Bulletin 1099
- Leaflets on budgets. Monroe County Savings Bank, 35 State st., Rochester, N. Y.

Fashion magazines

Removing Stains from Clothing and other Textiles. Farmers' Bulletin 861

Selection and Care of Clothing. Farmers' Bulletin 1089

ADVANCED CLOTHING

The advanced clothing unit may be an elective unit consisting of one of the following as, dressmaking, children's clothing, millinery or design.

DRESSMAKING¹

Unit, 12 lessons

Lesson I Consideration of wardrobe

- A* Use for which garments are needed
 - 1 House
 - 2 Business
 - 3 Street
 - 4 Show various types
- B* Choice of garments to be made in this unit
- C* Selection
 - 1 Material
 - a* Kinds, qualities, colors for season
 - (1) Simple tests; demonstration
 - b* Amounts to purchase
 - c* Preparation for use
 - 2 Line and design
 - a* Suitability
 - (1) Effect on contour of figure
 - (2) Occasion
 - (3) Personality
 - 3 Pattern
 - a* Kinds

Lesson II Construction: patterns

- A* General instruction
 - 1 Reading directions
 - 2 Testing
 - 3 Alterations; demonstration
 - 4 Cutting (long, even strokes of shears)
 - 5 Basting

¹ Only women who have completed the unit on elementary clothing or who have had the same amount of experience should be admitted to this unit.

Lessons III-VI Construction: fitting

A Proper lines for

- 1 Shoulder seams
- 2 Grain of material and fit
 - a* Of sleeves
 - b* Across front
 - c* Across back

NOTE. It is suggested that the class be divided in groups of two for fitting; that the teacher fit one dress and call attention of the class to the unusual features of others.

B Line; design

- 1 Relation of neck, waist and hem lines to each other (Greek law of proportion)
- 2 Effect of line on contour reviewed and enlarged
 - a* Lines to offset undesirable features
 - (1) Stooped shoulder
 - (2) Large bust lines, etc.

Lesson VII Color

A Influence on color by

- 1 Season
- 2 Age
- 3 Complexion
- 4 Occasion

B Color harmonies*C* Use of color laws

- 1 Subordination
- 2 Contrast
- 3 Repetition

D Use of various materials in class for discussion of color

Lesson VIII Hygiene of clothing

A Use of clothing

- 1 Warmth
- 2 Protection
- 3 Esthetic purposes

B Hygiene

- 1 Ventilation
- 2 Freedom of movement
- 3 Cleanliness of body and clothing and their effect on morale

C Meaning of the phrase, "well-groomed woman"

- 1 Hair
- 2 Complexion

- 3 Teeth
- 4 Hands
- 5 Body
- 6 Suitable clothing: occasion, season
- 7 Suitable shoes, wraps, gloves and other accessories

Lesson IX Finishes and decorations

- A* Needs of finishes and decorations
- B* Kinds of decorations; show various kinds
 - 1 Ready-made
 - 2 Handmade
 - 3 Stitching
 - 4 Seams
- C* Suitability of decoration to type of garment

Lesson X Budget

- A* Value of a plan (clothes planning or budget)
 - 1 Three-year basis; individual outline given to pupils
 - 2 Plan involves
 - a* Buying (original cost)
 - b* Cost of garments to be worn with those on hand
 - c* Cost of care

Lesson XI Care of clothing

- A* Daily care; demonstration
 - 1 Brushing
 - 2 Hanging
 - 3 Spot removal
 - 4 Pressing
 - 5 Shoe trees etc.
 - 6 Mending
- B* Seasonal care; demonstration
 - 1 Cleaning and pressing
 - 2 Altering and new accessories
 - 3 Storing

Lesson XII Renovating and remodeling

- A* Judging value of time, energy, material for remodeling
- B* Possibilities
 - 1 Garment for adult
 - 2 Garment for child
 - 3 Garment to be given away

NOTE. It is suggested that each member of the class bring in a garment, the ultimate use of which puzzles her and have the class decide on its value.

Suggested Problems To Meet the Needs of the Individual

Advanced

- 1 Blouse
- 2 Skirt
- 3 Wool dress
- 4 Afternoon dress
- 5 Evening dress
- 6 Tailored garments
 - a* Coats
 - b* Suits
- 7 Remodeling
- 8 Fur work

References

Books

Same as for elementary clothing

Fales, Jane. Dressmaking. Scribner

Izor, E. P. Costume Design and Home Planning. Atkinson,
Mentzer

Sage, Elizabeth. A Study of Costume. Scribner

Bulletins, Pamphlets, Magazines

Same as for elementary clothing

Fashion magazines

CHILDREN'S CLOTHING

Unit, 12 lessons

Lesson I The wardrobe needs of children at various ages

A Amount

B Types

1 Material

2 Design

C Cost: per cent in family budget

1 New garments

2 Renovated garments

Lessons II-VI Make a new garment

A Laundry tests of fabrics

1 Preferred types

2 Ways of keeping color

B Designs for children

1 Art principles

a Unity, harmony, simplicity

b Useful decoration, example, pockets, belts

C Patterns

- 1 Types
- 2 Alteration
- 3 Adaptation

D Construction

- 1 Short cuts in cutting and construction
- 2 Speed suggestion without loss to satisfactory product

E Upkeep

- 1 Care in wearing
- 2 Care in cleaning

Lessons VII-XII Make child's garment from adult's garment

A Preparing material

- 1 Ripping
- 2 Cleaning
- 3 Dyeing

B Cutting

- 1 Economy in planning and placing
- 2 Grain of material

C Making and fitting

- 1 Processes of construction
- 2 Interest in reconstruction
- 3 Aim of renovation lost if result is not artistic in design and technic
- 4 Cost in time, money and energy

Suggested List of Problems

- 1 Undergarments
- 2 Play dress
- 3 School dress
- 4 Party dress of new or used material
- 5 Coat of used material
- 6 Dress of used material
- 7 Wash hat
- 8 Boy's suit

References

Same as for elementary clothing

Sewing for Girls. Circular 155, Extension Service, College of Agriculture, University of Wisconsin, Madison

MILLINERY

Unit, 12 lessons

Lesson I Selection

A Occasion

- 1 Show milliner's sheets

B Suitability

- 1 To occasion
- 2 In relation to rest of clothing

C Becomingness

- 1 Types; show different types of finished hats
- 2 Design
- 3 Color

D Cost

E Frame

- 1 Head size
- 2 Shape in relation to individual
- 3 Show types of frames

F Materials

- 1 Suitability; show material
- 2 Color and design
- 3 Durability
- 4 Comparison and testing material

G A short talk by specialist on design, color and fashion

Lessons II-VII Construction

A Alteration of frames; demonstration

B Pattern making (limited to needs of class); demonstration

C Making of hat

- 1 Tools
- 2 Stitches
- 3 Demonstration of this, using pupils' material
- 4 Trimmings
 - a Bows
 - b Flower making

Lessons VIII-IX Renovation and remodeling

A Steaming; demonstration and use of pupils' materials or new materials as velvet, flowers, feathers

B Cleaning

- 1 Straw with velvets and steaming
- 2 Dry cleaning
- 3 Ribbons; gasoline and alcohol
- 4 Demonstration of above

C Dyeing; demonstration

D Tinting; demonstration

E Show remodeled or renovated hats

Lesson X Care of hats

A Daily and seasonal

1 Brushing

a Cleaning and storing

2 Keeping in a box

a Shaping with tissue paper

3 Steaming to freshen

4 Demonstration and discussion of above points

Lessons XI–XII Dress accessories

A Selection and choice according to entire costume

(Illustrative material borrowed from shops)

1 Bags, purses

2 Jewelry

3 Handkerchiefs

4 Flowers

5 Scarfs

6 Collar and cuffs

7 Construction of dress accessories

Suggested Problems To Meet the Needs of the Individual

Hats for adults and children for fall, winter, spring, summer

**Suggestions for Short Units To Be Worked in between Seasons
of Millinery**

1 Lamp shade making, 6–12 lessons

2 Basketry, 6–12 lessons

3 Gifts, 6–12 lessons

Discuss suitability, design, color and cost of product in relation to house furnishings or clothing for any of the above units.

References

Books

Aiken, C. R. Millinery. Ronald Press

Lyon, H. B. Modern Millinery. Millinery Trade Publishing Co.

Smith, A. J. How to Make Hand Made Flowers. A. J. Smith, Room 1012 — 102 Park av., New York City

Loewen, Jane. Millinery. MacMilan

Bulletins, Magazines

Milliner sheets
Fashion magazines
Millinery pattern service
E'Lis Fashion Syndicate
37 S. Wabash av., Chicago

HEALTH OF THE FAMILY*Unit, 12 lessons***Lesson I The home and the community**

- A The community protects the family by providing
 - 1 Light
 - 2 Care of streets and alleys
 - 3 Sidewalks, gutters, curbing
 - 4 Outdoor recreation
 - a Clean parks
 - b Sanitary and safe streams for bathing, rowing etc.
 - c Playgrounds
 - d Tennis grounds and other sports
 - 5 Indoor recreation
 - a Sanitary inspection and regulation of moving pictures, dance halls, theaters, skating rinks
 - 6 Permanent records of marriages, births and deaths
 - 7 Safeguards for property through
 - a Fire department
 - b Police department
 - 8 Health enforcement
 - a State laws and State Department of Health regulations regarding
 - (1) Communicable disease
 - (2) Public water supplies
 - (3) Food purity and sanitation
 - (4) Industrial and other hazards
 - (5) Sewage and garbage disposal
 - 9 Health education
 - a Health stations, clinics
 - b Health exhibits
 - c Wholesome recreation
- B The home must cooperate with the community
 - 1 By organizing and promoting health organizations

- 2 By individual example and precept and training the children of the family in duties to the health of the community

C Practical work

- 1 List various public health agencies at work in community
- 2 Plan to further this program in the community

Lesson II Heating and ventilating the home

A Heating

- 1 Evolution of heating appliances
- 2 Present-day methods
 - a* Types of furnaces
 - b* Principles of construction
 - c* Principles of operations
 - d* Cost of installation
 - e* Advantages and disadvantages of each

B Ventilation

- 1 Purpose
- 2 Principles involved
- 3 Best means of house ventilation
- 4 Common household methods

- C* Practical work: examination of as many kinds of heating appliances as possible and a study of their principles of operation; demonstration of common methods of ventilating a room

Lesson III Lighting the home

A Influence of wall covering upon lighting

B Methods of lighting

- 1 Kerosene
 - a* Care of lamps
- 2 Gas
 - a* Types of burners and their uses
 - b* Economy points in using
 - c* Rules of safety
- 3 Electricity
 - a* Adaptation of light to use
 - b* Economy points
 - c* Rules of safety

C Comparison in regard to service and cost

D Practical work

- 1 Reading gas and electric meters

- 2 Determination of cost and operating some common gas and electric appliances such as water heater, iron, toaster, etc.

- 3 Replacing fuse plugs

Lesson IV Plumbing of the home

A Importance

B Construction and care

C Study of plumbing charts or diagrams

D Traps

- 1 Purpose

- 2 Construction

- 3 Care and cleaning

E Fixtures

- 1 Materials and construction

- 2 Care and cleaning

F Practical work

- 1 Opening and cleaning trap

- 2 Studying plumbing in some house available or from diagram; locating shutoffs

- 3 Shutting off water from various fixtures

- 4 Putting on new washers

- 5 Talk and demonstration by a plumber

Lesson V Water supply

A Uses of water

B Relation to health

C Classes of water

- 1 Good

- 2 Polluted

- 3 Infected

D Sources of water

- 1 Rain water

- 2 Surface water

- 3 Ground water

- 4 Deep ground water

E Comparative purity

F Purification of water

- 1 Natural means

- 2 Filtration

- 3 Heat

- 4 Chemicals

G Water meters versus fixed rate

H Practical work

- 1 Reading water meter
- 2 Determining source of water in the community
- 3 Determining what means, if any, are employed to make the water safe for general use
- 4 Talk by director of city water supply

Lesson VI The kitchen

A Sanitary finishes

- 1 Walls
- 2 Ceiling
- 3 Floor
- 4 Care

B Lighting*C* Ventilation*D* Arrangement; demonstration*E* Permanent equipment

- 1 Kitchen cabinet
 - a* Construction
 - b* Organization and contents
 - c* Care
- 2 Sink
 - a* Kinds
 - b* Construction
 - c* Care
- 3 Refrigerator
 - a* Principles of construction
 - b* Methods of installation
 - c* Care: daily, weekly

F Practical work

- 1 Studying construction of kitchen cabinets
- 2 Refrigerators from catalogs or from the equipment
- 3 Cleaning refrigerator
- 4 Cleaning and arranging kitchen cabinet
- 5 Cleaning sink

Lesson VII The kitchen: permanent equipment (*continued*)*A* Stove

- 1 Kinds: coal, gas, kerosene, electric
- 2 Construction of each
- 3 Working principles of each
- 4 Care and cleaning

B Fireless cooker

- 1 Principles involved
- 2 Construction
- 3 Care

C Practical work

- 1 Thorough examination of kind of stove used
- 2 If possible, comparison as to cost and ease of operation of two or more types. Visit hardware store and study types.
- 3 Cleaning stove

Lesson VIII Household sanitation: cleanliness

A Reasons

- 1 Health
- 2 Comfort
- 3 Appearance

B Methods of cleaning

- 1 Modern appliances
- 2 Sanitary procedure

C Choice of tools

- 1 Cost
- 2 Labor or time saver
- 3 Value for purpose intended
- 4 Care necessary

D Choice of cleansers: soaps, powders, liquids etc.

- 1 Harmless to material, to hands
- 2 Use for purpose specified
- 3 Accomplishes what is claimed

E Special methods for

- 1 Windows, mirrors
- 2 Woodwork
- 3 Leather
- 4 Upholstery

F Care of tools and materials after using*G* Practical work

- 1 Listing cleaning equipment for an average family
- 2 Demonstration and practice of cleaning methods under *E*

Lesson IX Household sanitation (*continued*)*A* The bedroom

- 1 Furnishing from sanitary standpoint
 - a* Furniture

- b* Draperies
 - c* Floor, walls, ceiling
 - 2 Care
 - a* Bed and bed-making
 - b* Room: daily and weekly
- B* The bathroom
 - 1 Finish, sanitary
 - a* Walls
 - b* Ceiling
 - c* Floor
 - 2 Equipment
 - 3 Care: daily, weekly
 - a* Cleaning tub, bowl, toilet
 - b* Removal of stains from porcelain
 - c* Tools and cleansers used
- C* Practical work
 - 1 Make bed, turn mattress
 - 2 Clean bathroom

Lesson X Household sanitation (*continued*)

- A* General cleaning
 - 1 Preparation for the work
 - a* When vacuum is to be used
 - b* When broom or sweeper is to be used
 - 2 Method of procedure
 - 3 Tools etc. to be used
 - 4 Care of materials after using
 - 5 Disposal of dust and dirt
- B* Practical work
 - 1 Cleaning of a room, or better, an apartment
 - 2 Cleaning of tools and materials used

Lesson XI Cleaning metals

- A* Causes of discoloration
- B* General methods of removal
- C* Metals commonly used in the household
 - 1 Special method for each
 - 2 Preparation for cleaning
 - 3 Special type of cleanser used
 - 4 Care after cleaning
- D* Practical work
 - 1 Study of different kinds of cleansers and polishes for different metals

- 2 Cleaning of as many kinds of metals as possible, comparing different polishes as to time and labor spent and results obtained

Lesson XII The refuse of the household

A Ashes

- 1 Dangers from standing
- 2 Care in the house
- 3 Means of disposal

B Rubbish

- 1 Type
- 2 Dangers
- 3 Care in the house
- 4 Final disposition

C Garbage

- 1 Cans: construction, care
- 2 Disposal
 - a In home where there is no town or municipal collection
 - b By community

D Practical work

- 1 Formulation of set of rules for a household in the community covering the disposal of rubbish
- 2 What is the community method of garbage disposal? Could it be improved? How?

Household Pests — Disinfection — Fumigation

A Prevention of insects and vermin

B Extermination by powders, liquids, gases

C Individual types

- 1 Flies, mosquitoes, ants, fleas, moths, carpet beetles, bedbugs, roaches, silver-fish, rats and mice
- 2 Damage or harm
- 3 Special means of prevention or extermination

D Disinfection, fumigation .

1 Purpose

- a After contagious disease
- b To free house of vermin

2 Used for clothing, bedding, dishes, discharges, room etc.

3 Common household disinfectants

4 Practical work

- a Preparation of some common disinfectants for household use
- b Preparation of a room for fumigation

NOTE. Lessons may be combined giving all theory at one time and devoting all the time at a subsequent period to practical work.

Practical work may consist of reports of reading, investigations, problems or experiments.

If possible, part of the practical work should be given in a house or apartment. The instructor's rooms or the home of a member of the class or a practice house might be available.

References

Books

Balderson, L. R. Housewifery. Lippincott

Broadhurst, Jean. Home and Community Hygiene. Lippincott

Hill, H. W. The New Public Health. Macmillan

Bulletins

Health of Family. Bulletin 86, Federal Board for Vocational Education

HOME NURSING

Unit, 12 lessons

Lesson I The sick room

A Location

B Furnishings

C Arrangement of furniture for comfort and convenience — demonstration

D Equipment for sick room

E Care of equipment

F How to care for room

G Demonstration: making the bed

Lesson II The homemaker as a nurse

A Preparation for responsibility

B Physical qualifications

C Dress while on duty

D Care of hands and feet while on duty

E Rest

F Show proper clothing

Lessons III–IV Personal care of patient

A Outline for daily routine, care of patient

B Demonstrate morning toilet, bath, hair, teeth, nails, changing gown, changing bed

C Night toilet

D Small comforts that count

E Demonstration and practice: changing the bedding with patient in bed

Lessons V-VI Sick room procedure

- A* Keeping the bedside record
- B* Taking and carrying out the doctor's orders
- C* Giving reducing baths, sweats and application for external heat, enemas, irrigations and douches, collections of specimens for analysis, disinfection and disposal of excretions and discharges
- D* Demonstration of any of *C*
- E* Taking temperature, pulse and respiration

Lessons VII-VIII Home treatment for prevention of diseases

- A* Tuberculosis, skin diseases, colds
 - 1 Treatment
 - 2 Diet
 - 3 Demonstration: the medicine chest in the home
 - 4 Demonstration: hot pack, poultices, foot bath
- B* Diseases of childhood
 - 1 Treatment etc.

Lesson IX First aid in home

- A* Common emergencies and minor ills
 - 1 Treatment; demonstration
- B* Accidents and poisoning
 - 1 Treatment; demonstration: first aid
 - 2 Injuries

Lessons X-XI Feeding the sick (Should be closely correlated with food units)

- A* Planning and preparation of diet for the sick

Lesson XII The community health program

- A* Who to call upon when assistance is necessary
 - 1 The trained nurse
 - 2 The practical nurse recommended by doctor
 - 3 The Metropolitan nurse
 - 4 The district nursing association
 - 5 The Red Cross chapter headquarters
- B* Display and demonstration of electrical equipment for the sick room

NOTE. It is recommended that the services of a nurse be secured to give some of the above lessons.

References

Books

- Dakin, Florence. Simplified Nursing in the Home. Lippincott
Delano, Jane. American Red Cross Text Book on Home
Hygiene and Care of the Sick. Blakiston and Co. Phila.

Bulletins

Health of the Family. Bulletin 86, Federal Board for Vocational Education

Home Care of Sick. Bulletin 1, Extension Service, Ohio State University. Columbus, Ohio

Home Nursing. Bulletin 138, Department of Education, Austin, Texas

TRAINING AND CARE OF CHILDREN*Unit, 12 lessons*

In presenting this course the teacher should secure the services of a trained nurse or physician to give some of the lessons, especially those of maternity nursing and care of new-born infant.

"There is a Jewish saying that God could not be everywhere, and therefore made mothers."

Lesson I The child

A Relation to the home

B Relation to society

C Rights of the child to play, recreation, freedom from work, health, education, in order to have a rightful place in society

D Heredity and environment

E Relation to society

F Great responsibility of motherhood

1 Infant mortality: causes, prevention

2 Birth registration

3 Children's Bureau

G Need for parental education

Lesson II Prenatal care

A Signs of pregnancy

B Duration of pregnancy

C Hygiene of expectant mothers

D Dangers of pregnancy

1 Miscarriage

2 Auto intoxication

3 Child bed fever

4 Venereal diseases

Lesson III Confinement

A Physician's care

B Nurse or domestic help

C Place of confinement

D Equipment, demonstration

E Possible emergencies

F Lying in period

1 Rest period

2 Diet of mother: planning and preparation

3 Sleep

4 Care of breasts

Lesson IV Care of new-born infant

A First toilet

B Need for caring of babies (Habits, sleep, fresh air, bath, exercise)

C Signs of health in baby

D Demonstration of bathing a baby

Lesson V Feeding the infant

A Breast feeding

B Artificial feeding

C Mortality among breast and bottle-fed babies

D Care of utensils, bottles, nipples; demonstration

E Regular intervals of feeding

F Weaning

G Demonstration: equipment for artificial feeding (Correlate with unit on nutrition and child feeding)

Lesson VI Clothing for baby

A List of garments necessary; study of materials to be used

B Simple exhibit of necessary and suitable garments (Correlate with clothing units)

C Study cost of minimum essentials needed

Lesson VII Care of preschool child

A Sleep

B Food

C Clothing; exhibit of children's clothing

D Bathing

E Play: a talk by kindergarten teacher

F Most serious years for contraction of infections

G Cause and prevention of remediable defects

H Feeding of preschool child

1 Study of food for child

2 Planning a day's dietary; preparation

3 Food habits (Correlate with unit on nutrition and child feeding)

Lesson VIII Care of older child

- A* Food: at home, school lunch, planning and preparation of several meals
- B* Sleep
- C* Clothing
- D* Bathing
- E* Hygiene
- F* Recreation: short talk by physical director of education
- G* Sex hygiene and instruction
- H* Dangers of this period
- I* Books for various ages

Lesson IX Mental development and management

- A* Infancy
- B* Child psychology and training
- C* Psychology of adolescence and vocational guidance
- D* Talk on mental hygiene. Visit a nursery school

Lesson X Educational hygiene

- A* Sanitation of school
- B* Medical inspection
- C* School nurse
- D* Health leagues
- E* Talk by someone in community interested in this subject

Lesson XI Child labor

- A* History of movement for regulation
- B* Why prevent? Its results
- C* Legislation, laws
- D* Child in need of special care
 - 1 Causes and prevention
 - 2 Juvenile delinquency
 - 3 Care of dependent or delinquent child
 - 4 Talk by judge of juvenile court

Lesson XII Organizations working for interest of the child

- A* Federal
 - 1 Children's Bureau
 - 2 U. S. Health Service
 - 3 States Relations Service
 - 4 Bureau of Education
 - 5 Federal Board for Vocational Education
- B* State
 - 1 State Department of Health
 - 2 Extension service of universities

3 Board of Charities and Corrections

4 State Department of Education

C Municipal

1 Board of health

2 Woman's clubs

3 City or county nurses

4 Playground

5 Clinics and conferences

D Private

1 Playground

2 Nursing service

3 Clinics and conferences

4 Educational Foundations and nursery schools

A general discussion of the above organizations with display of literature and a visit to any of the city departments would be helpful.

References

Books

Bonsanquet, Helen. The Family. Macmillan

Cleveland, Elizabeth. Training the Toddler. Lippincott

Delano, J. A. American Red Cross Text Book on Elementary Hygiene and Home Care of the Sick. Blakiston & Co.

Holt, Emmet D. Care and Feeding of Children. Appleton

Hunt, C. W. What Shall We Read to the Children. Houghton

Palmer, L. A. Play Life in First Eight Years. Ginn

Rose, M. S. Feeding the Family. Macmillan

Terman, L. M. Hygiene of the School Child. Houghton

Bulletins

A Guide for Grown Ups to Books of Prose and Poetry for Little Folks, by Marion Tobey. Ithaca Public Schools, Ithaca, N. Y.
Child Care and Child Welfare. Bulletin 65, Federal Board for Vocational Education

Child Welfare. Bulletin 114, College of Industrial Arts, Denton, Texas

Child Management. Bulletin, U. S. Bureau of Education

Child Study, a monthly magazine by Federation for Child Study, 242 W. 76th st., New York City

Examples of Mothercraft Lessons. Home Economics Bulletin 5, State Department for Vocational Education, Oklahoma City, Okla.

- Food for School Boys and Girls, by Mary Rose. Teachers College, Columbia University, New York
- Fifth Annual Report. Merrill Palmer School of Homemaking, 71 Ferry av. E., Detroit, Mich.
- Infant Care-Pre-School Age, Part I, Children's Bureau, U. S. Department of Labor, Washington, D. C.
- List of References on Child Care. American Medical Association, 535 N. Dearborn st., Chicago, Ill.
- Milk — The Indispensable Food for Children. Children's Bureau, U. S. Department of Labor, Washington, D. C.
- New York State Baby Book. State Department of Health, Albany, N. Y.
- Outline of Course on Infant Care. State Board of Health, Madison, Wis.
- Prenatal Care — Breast Feeding. Children's Bureau, U. S. Department of Labor, Washington, D. C.
- Child Life, Its Development and Care, by Alice Ravenhill. Utah Agricultural College, Logan
- Stories for Young Children. Leaflet 6, U. S. Bureau of Education
- Suggested Plans for Serving of Lunches in Centralized Schools of Ohio, By Treva E. Kauffman. Extension Service, the Ohio State University, Columbus
- The Care of the Child's Food in the Home. Household Refrigeration Bureau, 51 Chambers st., New York City
- The Feeding of Children, by Mary Rose. Teachers College, Columbia University, New York
- The Mother as a Teacher, by Alice M. Loomis. Bulletin of the Gateway Series, price 25c. Department of Education, Lincoln, Neb.
- Training Little Children. Bulletin 39, U. S. Bureau of Education
- U. S. Public Health Service. Supplement no. 10, 1917

HOME LIFE AND HOSPITALITY

Unit, 12 lessons

Lessons I-II The home as a center for family life

A The family group

- 1 Discussion of the average American family
- 2 The income necessary for maintaining the average family according to standards of living and ideals of family life

B What constitutes a good home?

- 1 The material side
 - a Good food practices

- b* Good clothing practices
- c* Good shelter practices
- d* Good income practices
- e* Good health sustaining practices
- f* Recreation practices
- 2 The intellectual side
 - a* Books
 - b* Pictures
 - c* Music
 - d* Table conversation
 - e* Entertaining in the home
 - f* Evenings at home
 - g* School work and extension study
 - h* Religion
- 3 The ethical side
 - a* Cooperation
 - b* Conduct one to another
 - c* Rights of mother
 - d* Rights of father
 - e* Rights of children
 - f* Proper attitudes

C Practical work

Analyze the home life of several cases known to teachers or pupils. Judgment should be exercised so that names can not be revealed. Have pupils read *The Homemaker* by Dorothy C. Fisher and discuss it in class; also have pupils recall *Little Women* by Alcott.

Lesson III Books for the home

- A* How to develop an appreciation for reading
- B* Discussion of the selection of books, magazines for the home, including adults and children
- C* Practical work
 - 1 Talk by a librarian or visit to the city library
 - 2 A small exhibit of well-selected books and magazines for the home

Lesson IV Music in the home

- A* How to develop a music appreciation with the members of the family
 - 1 Community singing
 - 2 Concerts
 - 3 Use of records and the phonograph

4 Playing of musical instruments within the home

5 Radio

B Practical work

1 The playing of some selected records, or selections on the piano

2 Class listening to the singing of several good selections by an artist

Lesson V Art in the home

A How to develop an appreciation of art with the members of the family

1 Artistic surroundings in the home, carried out in furnishings, hangings, pictures

2 Visiting art galleries, museums, buildings of historic periods of architecture

B Practical work

1 A small exhibit of pictures for the home

2 Visit to an art gallery or a picture shop

Lessons VI-X Entertaining in the home

A Its value and relation to home life

B The ideal hostess

C Types of entertainment

1 Social evenings

2 Parties

3 Receptions and teas

4 Sunday suppers

5 Anniversary days, such as birthdays, weddings

6 Picnics or hikes

D Social etiquette within the home in connection with entertaining

E Practical work

1 Planning and carrying out a Sunday evening supper

2 Planning and carrying out an afternoon tea

3 Planning and carrying out a child's party

4 Planning and carrying out a buffet luncheon that could be used for a wedding

5 Planning and carrying out a picnic or outdoor lunch

Lesson XI Education

A The privilege of each member of the family to have education

B When and where to obtain it

1 Reading and study within the home

- 2 Schools
 - a Private
 - b Public
 - c Types: day, part-time, evening, correspondence courses
- 3 Library
- C The necessity of each member helping one another and keeping abreast. The developing of a hobby for study, such as music, art, flowers, birds, natural science, etc.
- D Practical work
 - 1 Listing special agencies in community available for education
 - 2 Planning a program for a typical family
- Lesson XII The home in relation to the community
 - A The relation of home to community, and vice versa
 - B The responsibility of the members of the family to the community
 - C How the home may train for good citizenship
 - D Practical work
 - 1 Listing the agencies in the community at work for the improvement and betterment of home life

References

Books

- Abel, M. H. Successful Family Life on a Modern Income. Lippincott
- Alcott, L. M. Little Women. Little, Brown
- Andrews, B. R. Economics of the Household. Macmillan
- Bevier, Isabel. The House. American School of Home Economics
- Calvert, M. R. First Course in Homemaking. Turner E. Smith Co.
- Fisher, C. D. The Homemaker. Harcourt
- Gray, Gretta. House and Home. Lippincott
- Hughes, R. O. Community Civics. Allyn and Bacon
- Manners and Conduct. Allyn and Bacon
- Schofield, A. T. Springs of Character. Funk and Wagnall Co.
- Spencer, A. G. The Family and Its Members. Lippincott
- Van Rensselaer, Martha & others. Manual of Homemaking. Macmillan

Bulletins, Pamphlets

- Bulletins from Better Homes Organization in America, 1653 Pennsylvania av., Washington, D. C.

- Child Welfare Magazine, May 1925, vol. XIX, no. 9. 5517 Germantown av., Germantown, Pa.
- Growing Annual Flowering Plants. Farmers' Bulletin 1171, U. S. Department of Agriculture
- Keeping Christmas. Extension Bulletin 97, Cornell University, Ithaca, N. Y.
- Reading Lists for Boys and Girls. American Library Association, 86 Randolph st., Chicago, Ill. Price 5c
- The Art of Table Setting. C. Q. Murphy, 41 Union square, New York City

HOUSE PLANNING

Unit, 12 lessons

Lesson I Planning a home

- A* Selection of site
 - 1 Water supply, grading, sewerage, drainage
- B* Selection of location
 - 1 Church, school, business, stores, neighbors, taxes
- C* Visit building neighborhoods or have pupils report on this
- D* Cost of site

Lesson II Building materials

- A* Easily available
- B* Serviceable from all standpoints
- C* Cost of raw materials, labor and houses "ready-made"
- D* How to finance the building of a house
- E* Talk by architect or contractor

Lesson III Planning and sketching arrangement of lot, position of house

Lessons IV-V House plans

- A* Consideration of simplicity, harmony, balance, proportion, suitability
- B* Discussion of pictures and sketches of houses
- C* Discussion of plan of each member's house
- D* Field trip to houses in locality
- E* Remodeling of homes

Lesson VI Requirements of house

- A* Purpose of rooms
- B* Efficient arrangement
- C* Method of routing own house for convenience and time saving

Lessons VII–VIII Lighting and heating

- A* Kinds
- B* Comparative cost and convenience
- C* Visit to local dealers
- D* Demonstration of various lamp shades and lights

Lessons IX–XII Sketch house plan with chart paper

- A* Space proportion and balance of windows, doors, set in cupboards, sides of room
- B* Arrangement of rooms
- C* Class criticism
- D* How to interpret house plans
- E* Talk by architect

References

Books and Illustrative Material

- Bevier, Isabel.** The House. American School of Home Economics
- Van Rensselaer, Martha & others.** Manual of Homemaking. Macmillan
- Pictures from magazines such as The House Beautiful, House and Garden, Good Housekeeping

HOUSE DECORATION AND FURNISHING

Unit, 12 lessons

Lesson I House furnishing

- A* Art principles of beauty and utility based on proportion, balance, unity, suitability, harmony of color
- B* Color and design in household textiles
 - 1 Taste
 - 2 Care

Lessons II–III Wall paper and hangings

- A* Effect on room
- B* Effect on occupants
- C* Selection of wall paper for entire house
 - 1 Space, proportion, color
 - 2 Visit to wall paper house
 - 3 Calculation of cost, length of service
- D* Discussion of other wall finishes
- E* Hangings to go with selected walls

Lesson IV Floors and floor coverings

- A* Types, cost, wear, upkeep
- B* Method of cleaning

C Method of placing floor coverings

D Visit to store and talk by an expert

Lessons V-VI Furniture

A Appropriate type for house

B Selection of new furniture

C Care and refinishing furniture

D Placing and arrangement; demonstration

E Visit to furniture stores

Lesson VII Accessories

A Pictures

1 Types

2 Hanging

B Vases

1 Types

2 Use

C Table covers, cushion covers, lamp shades

1 Kinds

a Ready-made

b Made at home

2 Use

3 Artistic selection

D China and silver

1 Kinds

2 Selection and patterns

3 Cost

E Show illustrations of the above or visit stores

Lessons VIII-IX Household linens

A List of household linens

B Consumer's test

C Study of flax

1 Growth

2 Manufacture

3 Widths, uses and prices of different linen fabrics

D Table decoration

Lessons X-XII Suggested list of problems

1 Refinishing furniture

2 Simple upholstering

3 Making house linens, towel, table or bureau scarf or cover, curtains, lamp shade, luncheon or breakfast set, pillow covers

References

Books

- Goldstein, Harriett & Vetto.** Art in Every Day Life. Macmillan
- Gray, Gretta.** House and Home. Lippincott
- Izor, E. P.** Costume Design and House Planning. Atkinson, Mentzer
- Daniels, F. H.** Furnishing a Modest Home. Atkinson, Mentzer
- Parsons, F. A.** Interior Decoration. Doubleday
- Van Rensselaer, Martha & others.** Manual of Homemaking. Macmillan

Magazines

The House Beautiful, House and Garden, Good Housekeeping

HOME MANAGEMENT—THE INCOME*Unit I, 12 lessons*

Lesson I The management of the home

A Purpose: homemaking

B Basic principles in homemaking

1 Intellectual and spiritual

2 Material

C Household management involves

1 Understanding of the relative value of *B*, that is, 1 and 2

2 Understanding of their interdependence

3 Knowledge of how to use available means to further the social, intellectual and spiritual development of each member of the family

4 Understanding of the relation of home to community

Homemaking — the "job"

A How it is

1 A business

2 A profession

3 An art

4 A science

B Ideals and standards of living

1 What determines

2 Money as a measure

Lessons II–IV, Family income

A Source

1 Salary of head of house

2 Wife's or children's salary

3 Investments etc.

B Money value of woman's work in the home

C Apportioning the income

1 Relation of husband and wife to family income

2 Methods of apportioning

a Allowance

b Common purse

c Joint bank account

d Advantages and disadvantages of each

3 Cash versus credit

4 Bank accounts

D Practical work

1 How to start a bank account

2 Making out deposit slips

3 Making out checks

4 How to indorse a check

5 Checking up bank accounts

6 Talk by a banker on use of bank and investments

7 Study of various family incomes

Lessons V-VII The budget

A Its value and reason for use

B How to arrive at proper divisions

C Divisions

1 Shelter

2 Food

3 Clothing

4 Operating expenses

5 Cultural wants

D Subdivisions

E Factors influencing apportionment of budget

F Laws of expenditure

G Methods of making budgets

H Practical work

1 Making budgets suited to various incomes and conditions of living

2 Talk by specialist in budgeting from a bank

Lessons VII-IX Household accounts

A Purpose in keeping

B Divisions of expenditure

C Method of keeping

D Systems of keeping

1 Book

2 Cards

E Practical work

- 1 Examination of various systems of keeping accounts
- 2 Classifying expenditures
- 3 Making out accounts
- 4 Balancing accounts
- 5 Practice in keeping personal accounts one month or longer
- 6 Study and comparison of actual accounts of families or working women
- 7 Practice in account keeping from personal accounts of each member

Lessons XI–XII Elective expenditures

A Factors determining

- 1 Standards of living
- 2 Income

B Possible list

- 1 Education
- 2 Recreation
- 3 Church
- 4 Charity
- 5 Insurance
- 6 Savings and investment

C System in elective expenditures*D* Practical work

- 1 Programs of recreation and systems of savings planned for definite incomes and standards of living
- 2 Comparison of elective expenditures of various incomes
- 3 Have each member classify her own elective expenditures

NOTE. Unit I is a prerequisite to unit II, the house.

HOME MANAGEMENT—THE HOUSE*Unit II, 12 lessons*

Lesson 1 The house

A Location

- 1 Sanitary considerations
- 2 Business considerations
- 3 Social considerations

B Type of house

- 1 House versus apartment

C Cost

- 1 Proportion of income
- 2 Rent versus purchase

D Investigations to be made before renting or purchasing

E Practical work

- 1 Inspection of houses and apartments if possible, considering location, conveniences, condition of building
- 2 Consideration of cost: either rent or selling price. Does owner receive fair return on his investment? Is it fair to tenant or purchaser?

Lessons II-III Furnishings

A Costs and standards

- 1 A measure of home life
- 2 Buying on installment plan
- 3 First cost versus upkeep

B Types

- 1 General considerations
- 2 Special types for special rooms
- 3 Sanitary considerations
- 4 Kitchen equipment
 - a* Amount
 - b* Kind and material

C Storage

- 1 Bedding
- 2 Towels
- 3 Table linen
- 4 Silver

D Practical work

- 1 Visit to a practice apartment, if possible, or to a furniture store
- 2 Minimum and average lists of bedding, towels, table linen, silver, china and kitchen equipment
- 3 Examination of samples
- 4 Planning furnishings for average house

Lessons IV-V Food

A Costs and standards

- 1 Family table a contributing factor to home life
- 2 Effect of usage and custom on costs and standards
- 3 Food budget
- 4 Factors making for economy in food management
- 5 Factors tending to increase prices of foodstuffs
 - a* Which are controllable by education, legislation?

B Market

- 1 Methods of buying
 - a* Telephone and delivery
 - b* Cash and carry

c Cooperative buying

2 Package goods

3 Advertised goods

4 "Bargains"

C Sanitation

1 Source of food supply

2 Method of distribution, for example, milk

3 Care of food in the home

D Practical work

1 Reports on sanitary conditions of markets, dairies etc.

2 State and city laws governing food production and distribution

3 Preparation of meals using labor-saving devices

Lessons VI-IX Operating expenses: service, machinery

A Factors included

1 Those requiring greatest expenditure of money

2 Those requiring greatest expenditure of time and labor

3 Money value of time and labor

B Means of reducing time and labor spent by housewife

1 Proper house construction and furnishing

2 Proper methods of work

3 Hired helpers

4 Labor-saving devices

C Budget apportionment

1 Conditions influencing

D Service

1 Cost

2 Factors causing present conditions

3 Some proposed solutions

E Machinery

1 Labor-saving devices

a Types

b Costs

c Expense of operation

F Practical work

a Study of various labor-saving devices; demonstration

b Comparison of cost of machine with cost of service

c Laundering in the home

d Talk by specialist from home service department of a commercial store

Lesson X Efficiency in the home

A Its place in the home*B* The value of organization

1 Plan

2 System

3 Discipline

4 Records

5 The responsibility of each member for household organization

C Standardization

1 Operation; motion and time studies

2 Conditions

D Execution or management*E* Practical work

1 Making a time study of some everyday task such as dressing, washing dishes, setting table etc. Study to eliminate all unnecessary motions. Compare time used at the beginning and the end of the week and note improvement

2 Application to other household operations

Lessons XI–XII Efficiency in the home

A Value of a system or a plan*B* Purpose*C* Application in the household

1 Arrangement

2 Buying

3 Planning meals

4 Scheduling household operations

5 Storing clothes, bedding etc.

6 Keeping accounts

D Devices to aid system

1 Desk or cabinet for housekeeper

2 Suitable closets, cupboards, pantries etc.

3 Card indexes

4 Bill files

5 Book or cards for household accounts

E Benefits gained

1 To the housewife

2 To the family

F Practical work

1 Planning housewife's desk, closets for cleaning materials, linen closets, etc.

2 Demonstration of desk, card indexes, schedule of household operations

NOTE. A short unit may be given on laundering in the home, if members of the class so desire. See booklet, *Laundering at Home*, American Washing Machine Manufacturers Association and book on *Laundering* by Balderson.

References

(For units I and II)

Books

- Abel, M. H. *Successful Family Life on a Modern Income*. Lippincott
 Andrews, B. R. *Economics of the Household*. Macmillan
 Balderson, L. R. *Housewifery*. Lippincott
 ——— *Laundering*. Lippincott
 Donham, S. A. *Spending the Family Income*. Little, Brown
 Spencer, A. G. *The Family and Its Members*. Lippincott
 Taber, C. W. *The Business of the Household*. Lippincott
 Terrill, Bertha. *House Management*. American School of Home Economics

Bulletins, Pamphlets

- Home Laundering. Farmers' Bulletin 1099, U. S. Department of Agriculture, Washington, D. C.
 Making a Budget — How to Keep a Cash Account. Cornell University, Ithaca, N. Y.
 The Balance Wheel. The Association for Promotion and Protection of Savings, 161 Devonshire st., Boston

Leaflets

- Monroe County Savings Bank, 35 State st., Rochester, N. Y.
 Pamphlets by Savings Bank Association of the State of New York, Home Saving Department, 56 W. 45th st., New York City
 The Home Budget, Personal Expenses, Booklets. The Schenectady Savings Bank
 Leaflets — Planned for the Family Who Would Know the Joy of Wise Spending and Saving. The Savings Banks Association of the State of New York
 Leaflets on Money Plans, 10c each. Service Department, Woman's Home Companion, 250 Park av., New York City

COURSE II

FOR BUSINESS AND PROFESSIONAL WOMEN

This course is developed to meet the personal and avocational needs of business and professional women. It is recommended that a *school* certificate be granted on the completion of the course. The courses starred may be substituted in the homemaking course for a state certificate.

One Year

- *Food: the supper and luncheon, 1 unit, 12 lessons
- Food: the dinner and special occasion, 1 unit, 12 lessons
- *Clothing: garments, 1 unit, 12 lessons
- *Millinery and accessories, 1 unit, 12 lessons

One Year

- Personal hygiene, 1 unit, 12 lessons
- *Home nursing, 1 unit, 12 lessons
- *Budgeting the income and recreation and efficiency of time, 1 unit, 12 lessons
- Hospitality and entertaining, 1 unit, 12 lessons

One Year

- *Related art to clothing and home, 1 unit, 12 lessons
- *Three elective units from course I, 3 units, 12 lessons each

FOOD OR SUPPER UNITS

2 units, 12 lessons each

This unit should be worked out to meet the nutritional needs of working girls or professional women. The girls enrolled should have some part in planning and marketing of the food for the meal. The aim is to teach how to select food in relation to health and how to prepare meals. This unit not only affords an opportunity for the girl or woman to get a well-planned meal but also teaches her how to select food in relation to her health and her position.

The cost of the unit should be met by each member of the class. The meals should be simple and not cost more than 25 to 35 cents a person. It is a good plan to give out typewritten menus and recipes to each member of the class, because some members desire to make use of these in their own homes. A more advanced unit may be planned for members who wish to continue.

The meals should be planned by a committee of three or four women from the class appointed by the teacher each evening. This

committee should plan the meal for the following lesson. The teacher in each case should supervise and suggest desirable combinations. The work should be organized so that the girls or women work in groups of two or three. The more difficult dishes should be prepared by the girls who come at the beginning of the lesson. All preparation of food should be on the family basis.

The following suggested course has been in use in Buffalo for a number of years:

I Aim of course

- A* To develop an appreciation of good food combinations by familiarizing the pupil with foods which are suitable for breakfast, luncheon, supper, dinner or special occasion
- B* To teach principles of good cookery and to plan the efficient preparation of several foods which are to be served at the same time
- C* To teach the method of serving and proper conduct of hostess at special occasions
- D* To make it possible for girls coming to the 7.30 o'clock evening classes to come to the school direct from work and have their supper

II The course is divided into 2 units of 12 lessons each

- A* First unit consists of the preparation of breakfasts, luncheons and suppers
- B* Second unit consists of the preparation of dinners and special occasion menus

The same girls take both units as a rule.

If it is necessary for any girl to drop out, her place is filled from a waiting list of girls who could not be accommodated at the beginning of the term.

III In presenting each lesson, emphasis is laid on the following points:

- A* Selection and planning
- B* Nutritive value
- C* Preparation and serving
- D* Economic value
- E* Menu making
- F* Suitable equipment

The teacher at some opportune time each evening usually discusses the meal in reference to the above points. The demonstration method with good illustrative material as posters, charts etc. has been used to good advantage. Other aids used by the teacher in emphasizing points given under aim are

- A* Lectures in assembly on nutrition
 - B* Trips through hotel kitchens
 - C* Demonstrations of household equipment and labor-saving devices
 - D* Illustrative material and posters
 - E* Pamphlets from commercial companies and articles from magazines
- IV The meals are planned to meet the nutritional need of the girls enrolled and are simple in preparation. The following represent typical meals
- A* Typical luncheon menu
 - Cream of tomato soup — Croutons
 - Fruit salad
 - Cheese biscuits
 - Coffee
 - B* Typical special occasion (Christmas party)
 - Creamed chicken in cream puff shells
 - Celery hearts stuffed with cheese
 - Tiny Parker House rolls
 - Ice cream Sponge cake
 - Coffee

The classes usually meet from 5.30 to 7.20 o'clock and the girls are given mimeographed lesson sheets, with menu and recipes. They pay a fee of 35 cents each time. Every teacher has a student assistant from the day school who is responsible for supplies from which she receives her supper and a nominal fee. Supplies are purchased through the lunchroom at wholesale.

- V The following is a suggested plan for interesting girls in other homemaking work

A group of six girls from one class and four girls from the smaller class, volunteer to take a short unit of four lectures on any one of the following subjects which they may choose: child care, food, clothing and millinery, house management, house planning and furnishing, home nursing. They meet from 5.45 to 6.30 p. m. and each girl in the supper class is given the opportunity at some time to take a unit. The remainder of the class prepares supper enough for all and after supper is served the girls will participate in the housework and hear the teacher's summary. A special teacher other than the teacher of the supper class has charge of the unit courses.

References

Books

- Donham, S. A. Spending the Family Income. Little, Brown
Lord, I. E. Everybody's Cook Book. Holt
Robinson, E. R. & Hammel H. G. Cooking Through Preparation of Meals. American School of Home Economics
Rose, M. S. Feeding the Family. Macmillan
The Butterick Cook Book. Butterick Publishing Co.
Willard, Florence & Gillett, Lucy. Dietetics for High Schools. Macmillan

Bulletins, Booklets

- Good proportions in the Diet. Farmers' Bulletin 1313
Service Booklets by McCall's Magazine, 236 W. 37th st., New York City. Price 10 cents each
Use and preparation of Food. Bulletin 35, Federal Board for Vocational Education

CLOTHING

2 units, 12 lessons each

Unit I — Garments

12 lessons

Lesson I What the clothing problem is today

A The clothing problem

- 1 What it should mean
- 2 What a business woman should know to help solve it

B Planning a seasonal wardrobe

- 1 Personal budget
 - a* Reasons
 - b* Methods
 - c* Percentages
- 2 A business woman's garment needs
 - a* Undergarments and accessories
 - b* Business dress
 - c* Afternoon dress
 - d* Party dress
- 3 Fabrics
 - a* Widths
 - b* Cost
 - c* Uses
 - d* Wearing qualities compared

Lessons II-IV Undergarments

A Suitable material, trimmings

1 Construction

2 Time

B Ready-made compared*C* Machine: use, attachments, care, cleaning, adjustments*D* Hand work: simple, effective, decorative value*E* Care: laundering cotton and silkLesson V Selection of ready-made outer garment (wool or silk):
suit, coat, dress*A* Design for types of figure according to occasions and time
worn

1 Suitable to figure for season and material

2 Artistic color proportion, constructive, decoration, balance

B Fabric

1 Quality

2 Value

C Technic

1 Type of construction

2 Type of findings

Lesson VI Daily garment care (wool or silk)

A In choosing*B* In wearing, after each wearing

1 Brushing

2 Airing

3 Hanging

C In cleaning

1 Methods

2 Reasons

3 Fiber characteristics

Lessons VII-XI "The dress for the job"; seasonal; to fit the
budget*A* Selection

1 Design

2 Material

3 Pattern, types, alteration, adaptation

B Construction

1 Use of patterns

2 Cutting

3 Fitting

4 Making

5 Finishing

6 Pressing

Lesson XII Visit store, or bring garments into classroom

A Class discussion

B Class comparison of garments

1 Technic

2 Cost

Suggested Garments To Construct

1 Undergarments or kimona

2 Business or afternoon dress of wool or silk, or skirt and blouse;
renovation

Unit II — Millinery and Accessories

12 lessons

Lesson I The woman well dressed

A Costume accessories

1 A suitable finish; type

2 Color, harmony

Lesson II Shoes, stockings, gloves, leather handbag, jewelry

A Selection

B Quality, cost

C Points in choosing

Brief talk by shoe buyer on "leathers that wear"

Lesson III Shoes, stockings, gloves

A Care in wearing

B Upkeep

C Thorough cleaning; demonstration

Lesson IV Selection of hat

A Types; occasion

B Face, figure, hair, hat

1 Balance

2 Proportion

3 Color harmony

4 Trimming in relation to 1, 2, 3 above

C Commercial frame

Lessons V-VIII Construction of hat

A Brim

B Crown

C Trim

D Lining

1 Kinds, how made?

E Constructive class criticism

Lesson IX Accessory to match hat or garment, bag, scarf etc.

A Use of left-over fabric

B Decorative design

Lessons X–XII Care of hats

A Day to day

B Renovation possibilities

C Renovation of a hat

Suggested list of problems: Make a new hat, an accessory, renovate hat.

References

Books

Butterick, H. G. Principles of Clothing Selection. Macmillan

Izor, E. P. Costume Design and House Planning. Atkinson, Mentzer

Loewen, Jane. Millinery. Lippincott

Lyon, H. B. Modern Millinery. Millinery Trade Publishing Co.

Woolman, M. S. Clothing — Choice, Care, Cost. Lippincott

Bulletins, Pamphlets

Fashion magazines

Leaflets on budgets. William Filene & Co., Boston

Pamphlets on Hints for Home Laundry, the Care of Lovely Garments. Proctor and Gamble, Cincinnati, Ohio

PERSONAL HYGIENE

Unit, 12 lessons

HOME NURSING

Unit, 12 lessons

In presenting these units the services of a nurse should be secured for some of the lessons. The units outlined on health of the family and home nursing should be developed and adjusted to meet the needs of the group enrolled. Under personal hygiene, demonstrations of manicuring and shampooing should be given and correlated with the clothing unit. The need for preserving health and prevention of sickness should be stressed with the groups of working women, making it an asset to their business. These units should be correlated with the food and clothing lessons.

**BUDGETING THE INCOME
AND
RECREATION AND EFFICIENCY OF TIME**

Unit, 12 lessons

In presenting this unit it is recommended that the services of a specialist in home economics in a bank or a specialist of a bank be secured for some of the lessons. The members of the class should be interested in keeping personal accounts and these may be used as a study. The accounts may be numbered so that names will not be revealed. Most banks now distribute literature on budgets and give expert advice. The teacher should avail herself of this aid.

In studying the efficiency of time, it is recommended that the members of the class keep a record of how they spend their time over a period of a number of weeks. This is to be apportioned or divided into percentages of the 24 hours. From this apportionment a study may be made. Interesting drawings may be made and compared. An efficiency expert from the factories or stores may be secured for a discussion of time.

In discussing recreation, a study of the different places and activities available in the community should be made.

BUDGETING THE INCOME

Lesson I Incomes

A Source of family income

1 Father's money

a Salary or earnings

b Investments

c His money used for

(1) Services: assistance in house

(2) Rearing of children

(3) Protection

(4) Payment for labor

2 Mother's money

a Married woman occupied outside the home

(1) Advantages

(2) Disadvantages

b Occasional earnings

c Services

(1) Management of the household

(a) Wise spending

(b) Saving

(c) Housekeeping

- (2) Rearing of children
 - (a) Feeding
 - (b) Clothing
 - (c) Training: mentally, morally, physically
- (3) Homemaking
 - (a) Home atmosphere
 - (b) Social life
 - (c) Hospitality
- 3 Children
 - a Adult
 - b Younger children
 - c Money
 - (1) Responsibility to family: when, why and how much to contribute
 - (2) Dependence on family
 - d Services
 - (1) To parents
 - (2) To one another
 - e Responsibility of family to the child
- B Individual income
 - 1 Source
 - a Earnings
 - b Inheritance or allowance
 - c How used

Lesson II Management of income

- A Mother handles all money
- B Father keeps all the money
 - 1 Charge system: no cash for wife
 - 2 Doles out cash on request
- C Allowance plan
- D Budget of household and personal expenses
 - 1 Estimated expenditure as basis for budget
 - 2 Advantages of budget
 - 3 Mechanics of budget
 - a Estimates
 - b Accounts
 - c Handling finances
 - d Joint bank accounts
 - e Balancing account
 - 4 Comparison with average account

Lesson III The budget

- A* Items of the budget
- B* Relative importance of items
- C* Variation of proportions
 - 1 With income
 - 2 Personal requirements in families
 - 3 Size of families
 - 4 Individual living alone
- D* Items for average family with proportions
- E* Items for individual living alone with proportions
- F* Prepare a budget for yourself

Lesson IV The division of the budget

- A* The personal budget
 - 1 Proportions
 - a* Savings
 - b* Food
 - c* Shelter
 - d* Clothing
 - e* Operating
 - f* Advancement or development
 - 2 Discussion of each item as to required amounts of various incomes, and how the amounts may vary
 - 3 Comparison of personal budgets

Lesson V Personal accounts

- A* Purpose in keeping
- B* Methods of keeping
 - 1 Book
 - 2 Cards
- C* Examination of various methods
- D* Practice in making out accounts, balancing accounts

RECREATION AND EFFICIENCY OF TIME

Lesson VI Analysis of one's own time

- A* Average daily hours spent in work
 - 1 Actually working
 - 2 Waiting, resting, walking etc. during working hours
- B* Average daily hours spent in rest
 - 1 Sleeping
 - 2 Resting otherwise
 - a* Lying down
 - b* Sitting etc.

C Remaining hours of the 24

1 Education or advancement

- a* Reading
- b* Writing
- c* Conversation
- d* Study

2 Recreation

- a* Physical
 - (1) Play
 - (2) Walking
 - (3) Riding
- b* Mental
 - (1) Reading
 - (2) Theaters
 - (3) Games (cards etc.)

Lesson VII Effective use of time in work

A Factors that make for effective work

1 Ability

- a* Innate
 - (1) Intelligence
 - (2) Fitness for the job
 - (3) Interest
- b* Preparation for position
 - (1) Previous training
 - (2) Continuation of vocational education
 - (*a*) Schools: day, evening
 - (*b*) Books
 - (*c*) Observation
 - (*d*) Conversation

2 Concentration

- a* Interest
- b* Will power
 - (1) Child training
 - (2) Training one's self
- c* Planning: system

3 Health

- a* Physical condition
- b* Effect of environment
 - (1) Living conditions
 - (2) Working conditions

Lesson VIII Recreation and health

A Recreation as a factor in maintaining health

1 Physical fitness

a Exercise for unused muscles

(1) Sedentary occupations

(2) Labor involving repetition of limited movements

b Opportunities to be out of doors*c* Stimulation of body processes

(1) Respiration

(2) Circulation

(3) Metabolism

(4) Elimination

2 Mental health

a Rest from usual trend of thought*b* Physical versus mental fatigue*c* Nervousness

Lesson IX Physical recreations

A Children

1 Play

a Natural play activities

(1) Importance

(2) Tendencies

(3) Development through

b Supervised play

(1) Educational value

(2) Physical development

2 Locations for play

a Home

(1) House

(2) Yard

(3) Streets and alleys

b School

(1) Organized play

(a) Schoolroom*(b)* Schoolyard*(c)* Gymnasium*(d)* Auditorium

(2) Spontaneous play

(a) Schoolyard*(b)* Gymnasium

c Public recreation

(1) Schools

(a) Gymnasiums

(b) Swimming pools

(c) Recreation centers, playgrounds, municipal halls, etc.

B Adult

1 Play

a Home

(1) Games

(2) Dancing

b Public recreation

(1) Types offered

(2) Opportunities for play

2 Dancing

a Home*b* Private dances*c* Public dances

(1) Parks and boats

(2) Dance halls

(3) Local conditions: character, influence

3 Other sports

a Skating

(1) Ice

(2) Roller

b Coasting*c* Tennis*d* Golf etc.

NOTE. A public recreation director may conduct this lesson.

Lesson X Books

A Sources

1 Libraries

a Public*b* Private*c* Personal*B* Use of library

1 Educational books

a Reference Library*b* Catalog*c* Periodical Library*d* Assistance from librarian*e* Fiction

- 2 Magazines
 - a* Fiction
 - b* Periodical journal
- 3 Talk by librarian
- C Use of books
 - 1 Habit of reading
 - a* Recreation
 - b* Rest
 - c* Pick up
 - d* Definite and habitual time

Lesson XI Theaters and concerts

A Theaters

- 1 Legitimate stage
 - a* Type of production
 - (1) Drama
 - (2) Musical comedy
 - (3) Burlesque
 - (4) Minstrel
 - (5) Vaudeville
 - b* Value
 - (1) Amusement
 - (2) Education
 - c* Cost and value
- 2 Picture shows
 - a* Function
 - (1) Amusement
 - (2) Education
 - b* Misuse
 - (1) Picture show habit
 - (*a*) Takes place of other forms of recreation
 - (*b*) False ideas of life
 - (*c*) Highly emotional
 - (*d*) No efforts on part of observer required
 - (*e*) Dangerous for children
 - c* Cost of movies
- 3 Concerts
 - a* Value of
 - (1) Entertainment
 - (2) Education

b Opportunities

(1) Public concerts

(a) Band

(b) Choral

(2) Privately managed concerts

Lesson XII Social life and recreation

A Home life

1 Family association

a Entertainment

(1) Music

(2) Play: adults and children

(3) Conversation

b Training

(1) Cooperation

(2) Service

(3) Self-control

(4) Education

(a) Direction

(b) Conversation

(c) Imitation

2 Hospitality

a Entertainment of friends

(1) Courtesy

(2) Ease of manner

(3) Conversational ability

B Social life

1 Group

a Church groups*b* Clubs*c* Community groups

2 Opportunities for social life in your community

3 Opportunities for social life in your own homes

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HOSPITALITY AND ENTERTAINING

Unit, 12 lessons

The unit outlined on home life and hospitality should be used as a basis for this. The problem of where to entertain and how to work it out should be considered, since many working girls and business women find it difficult to entertain in their rooms and places where they live. The teacher should make a study of conditions in the community. The following list of suggested projects may be worked out:

- 1 A social evening in a girl's room for girl friends
- 2 A bridge party outside the home
- 3 A Sunday afternoon tea or simple supper in the girl's room for girl friends
- 4 A picnic or hike
- 5 A theater party
- 6 A birthday party
- 7 A special holiday party
- 8 A simple breakfast or luncheon for a wedding

In planning any of the above projects, special attention should be given to social etiquette, color decorations, dress for proper occasions and the function of an ideal hostess.

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Mme. Grundy's Book. Woman's Home Companion, New York City.
 Price 25 cents
 Service booklets by McCall's Magazine, 236 W. 37th st., New York
 City. Price 10 cents each
 The Art of Table Setting. C. Q. Murphy, 41 Union square, New
 York City

RELATED ART TO CLOTHING AND HOME

Unit, 12 lessons

Lesson I Art principles emphasized in well-known pictures

- A* Balance
- B* Proportion
- C* Harmony of color and line
- D* Subordination
- E* Unity

Visit museum or show good reproductions. Develop an art interest through appreciation of masterpieces.

Lesson II Art principles applied to clothing design

- A* Visit to shop, discussion of dresses; use magazines, shop windows; stress the evident underlying principles of artistic clothing; affirmative selection at first; later we have constructive criticism of violation of art in wearing apparel

Lessons III-IV Application of art principles

- A* Make some dress accessory applying principles, as collar and cuff set, handmade flowers for dress or hat; embroidery for hat band, scarf or hand bag
- B* Draw original design or alteration of commercial design whenever ability of class makes it possible

Lessons V-VI Art principles applied to household design

- A* Selection of shelter may be personal room or rooms, apartment or house
 - 1 Requirements
 - 2 Effect of color
 - 3 Effect of design
 - 4 The ideal plan for bedroom or other rooms considered

5 Suggestive readjustments

a Picture hanging*b* Wall paper*c* Table and bureau, bed cover, curtains, cushions etc.*d* Arrangement of furniture*e* Types of furniture

Lessons VI–XI Make household accessory cover for table, bureau or bed, curtains, pillows etc., applying art principles. A piece of furniture may be refinished or painted.

Lesson XII Visit to museum or trip to art store or furniture store. Talk by artist on picture selection or furniture.

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Good Housekeeping

House and Garden

The House Beautiful

SUPPLEMENTARY UNITS

The following additional units are given with the thought that some women may desire to take additional work. The course in homemaking outlines only the minimum essentials and it is recommended that women be encouraged to continue and take more intensive work along any line in which they are especially interested or in need of help.

SUGGESTED SHORT UNIT COURSE IN HOMEMAKING
FOR THE FOREIGN-BORN WOMAN

The following brief outline is suggested to communities that are interested in giving the foreign-born woman some help with her homemaking problems. There is a splendid opportunity here for the teacher of English and the teacher of homemaking to correlate the two subjects. A number of communities in this State are working on this project.

It is realized by those who have worked with the foreign-born woman that she must desire help, and it is always best to begin with what she wants. The method to be used in teaching her homemaking is through demonstration of simple processes and use of illustrative material, carefully chosen. Subject matter in this field may be used for reading, and themes based on homemaking may be carefully chosen. (See outline prepared by Miss Lindquist and issued by State Department of Education.)

A knowledge of national habits of the group is necessary, if work is to be successful.

FOOD AND HEALTH

Unit, 10 lessons

Food needs of the family for health; regularity of meals; setting the table; marketing; care of food in the home; preparation of breakfast, dinner, supper, a box lunch; adapting new foods; cost; nutrition of family; food for the sick.

CLOTHING AND HEALTH

Unit, 10 lessons

How to buy; ready-made garments; underwear; hose, shoes, use of commercial pattern; construction, such as making of small girl's dress, small boy's suit; repair, renovation, cost, simple millinery, care and remodeling of hats; laundry of clothing; proper sleeping garments; color combinations; proper line and design; use of mail order house.

SHELTER AND HEALTH

Unit, 6 lessons

Advantages of owning or renting. Consider location, size, cost, sanitation, appearance, convenience, selection of good, but suitable furnishings.

HOME MANAGEMENT AND HEALTH

Unit, 6 lessons

Income, how spent? Time, how spent?

Saving of time; labor-saving devices; furnishings of home; simple kitchen utensils; standards of home; care of house.

CHILD CARE AND HEALTH

Unit, 6 lessons

Bathing, clothing, first aid, physical care of baby and school child, child training, child feeding; correlate with unit on food; home care of sick.

THE HOME AND ITS RELATION TO THE COMMUNITY*Unit, 1 lesson*

Entertainment in homes; use of parks, community centers, clinic, library; plan picnic or party for group; stress their civic responsibilities.

References*Books*

- Breckinridge, S. P. New Homes for Old. Harper
Rose, Mary. Feeding the Family. Macmillan
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Report of the Education Committee for Non-English-Speaking
Women, June 1925, Yorkville Public Library, 222 E. 79th st.,
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Selected Bibliography of Texts and References in Immigrant Education. Bulletin 743, University of the State of New York
Suggestions for Americanization Work Among Foreign-Born
Women. Form H. 13, Bureau of Naturalization, U. S. Department of Labor

FOOD PRESERVATION*Unit, 5 lessons***Lesson I Principles of food preservation***A* Causes of decay

- 1 Yeast
- 2 Mold
- 3 Bacteria

B Methods of preservation

- 1 High temperature
- 2 Low temperature
- 3 Preservatives
- 4 Removal of moisture

C Methods

- 1 Open kettle
- 2 Cold pack
- 3 Steam

D Means

- 1 Pressure cooker
- 2 Steamer
- 3 Fireless
- 4 Oven
- 5 Water bath

E Equipment

- 1 Aluminum and granite ware versus tin, iron etc.
- 2 Wooden spoons, jars, rubber etc.

F Canning of vegetables by methods under *D*

Lesson II Canning of fruit

A Methods

- 1 Open kettle
- 2 Cold pack

B Use of syrups*C* Canning of fruits by above methods

Lesson III Jellies

A Extraction of juices*B* Care and storage of preserved foods

Lesson IV Pickles, Chili sauce, relishes

A Preservation with condiments

Lesson V Conserves, jams, marmalades, butters, pulps

A Preservation with sugar*B* Use of fruits, vegetables and relishes in the diet*C* Demonstration and practice

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Extension Bulletins, Cornell University, Ithaca, N. Y.

Home Canning of Fruits, Vegetables and Meats. Extension Service, Ohio State University, Columbus

Time Tables for Home Canning of Fruits and Vegetables, Circular 24; Directions for Examining All Canned Goods before Use, Circular 25, Canning Fruits and Vegetables at Home F. B. No. 1471, U. S. Department of Agriculture

HOUSEHOLD MECHANICS*Unit, 8 lessons***Aims of the course:**

- 1 To provide such information in the course as is desired by the individual pupils
- 2 To put the pupils in possession of certain fundamental principles which would be an aid toward better working conditions in the home
- 3 To provide certain, first-hand information regarding the choice, care and repair of household equipment

The following course was covered in Hudson Evening Schools:

Lesson I*A* Registration

- 1 Interests of each candidate
- 2 Subject matter desired in the course

B The labor-saving kitchen

- 1 The kitchen, a food preparation center and a clearing away center
- 2 Size
- 3 Arrangement of large equipment
- 4 Improving poor arrangements

Lesson II*A* The labor-saving kitchen (*continued*)

- 1 Choice, care and cost of small equipment
- 2 Arrangement of small equipment according to use

Lesson III*A* Helpful household tools

- 1 Labor savers
- 2 Fuel savers
- 3 Time savers
- 4 Step savers

(Ample illustrative material was furnished by the local stores)

Lesson IV*A* Household cleaners and cleaning methods

- 1 Discussion of various cleaners in the market
- 2 Use and value of standard practice sheets

Lesson V*A* The family budget

- 1 Amount used for operating expenses and service in the home

2 Discussion of various family budgets

B The repair of electrical appliances by a mechanic

1 Repair of electric iron

2 Electric toaster

3 Vacuum cleaner

Lesson VI

A Practical household plumbing

1 Choice, location and care of plumbing fixtures

2 Demonstration by a local plumber of

a Packing a faucet

b Cleaning a trap

Lesson VII

A The sewing machine

1 General care of a machine

2 Cleaning

3 Use

(Demonstrations by manager from local sewing machine shop)

Lesson VIII

A Plans and methods for daily housework

1 Discussion of schedules for daily household tasks

B Sharpening knives

1 Demonstration by industrial director

2 Class practice

NOTE. In working out this course it was necessary to use demonstrations whenever skilled workmen could provide them.

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A SAMPLE LESSON SHEET FOR PUPIL, USED IN
CONNECTION WITH A NUTRITION AND
CHILD FEEDING UNIT

Hutchinson High School
Buffalo

Lesson Sheet No. VII

DIET FOR CONSTIPATION

In endeavoring to remedy or avoid constipation through diet we may choose:

- (1) Foods rich in cellulose, such as celery, cabbage, string beans, dried beans and lentils with their hulls, asparagus, lettuce, spinach, onions, raisins, figs, prunes and other fruits eaten with their skins, cereals from which the bran has not been removed, such as rolled or cut oats and wheat.
- (2) Foods yielding vegetable acids, such as lemons, oranges, tomatoes, rhubarb, apples, cider and other fruit and fruit juices, (except blackberries, which are constipating). The acids are mild stimulants to intestinal movement and most people find fruit pleasant to take. The desired results are often gained by taking fruit or fruit juices the first thing in the morning. Hot lemonade, prunes or figs may be tried at bed time, if they do not cause discomfort.
- (3) Foods producing slight gas formation: such as honey, molasses, spinach, onions, cauliflower and some others. These tend to ferment slightly; the gas generated breaks up hard masses in the intestines and also acts as a slight stimulant to movement. Carbonated waters may bring about the same result through the gas with which they are charged. Honey and molasses are best taken with coarse breads. They must not be used too freely or they will disturb digestion.
- (4) A lubricant. For people whose digestion of fat is rather imperfect, fat in liberal quantities is often laxative and such may be benefited by a tablespoon or two of olive oil before breakfast and the last thing at night. A mineral oil is very satisfactory. Lubricants do not actually stimulate intestinal movement and only aid in elimination of waste by making it softer and allowing it to pass along the tract more readily.

Some Anti-constipation Menus

I

Breakfast

An orange
Cut oats, cream
Bran muffins and honey
Bacon

Luncheon

Lentil stew
Triscuit
Baked apple (skin eaten)

Dinner

Vegetable soup
Roast beef
Spinach (large serving)
Baked potato (skin eaten)
Cabbage salad
Graham bread
Steamed fig pudding, lemon sauce

II

Breakfast

Stewed prunes
Shredded wheat and cream
Tomato omelet
Graham toast

Luncheon

Pork and baked beans
Boston brown bread
Sliced pineapple
Oatmeal macaroons

Dinner

Boiled mutton, caper sauce
Stewed onions
Lettuce salad, French dressing
Bran wafers
Lemon jelly, whipped cream

A SAMPLE LESSON SHEET FOR PUPIL, USED IN CONNECTION WITH HOUSEHOLD MECHANIC UNIT

Hudson Evening School

Lesson VI Practical Household Plumbing

One of the largest expenses in the American home is plumbing. To save cost here, the plumbing fixtures should be kept near together to avoid excessive piping; that is, bathroom should be over or at the same side of the house as the kitchen and the laundry under the kitchen.

All home builders should know the difference between "porcelain" and "enameled iron" which are often used as interchangeable terms in speaking of sinks, lavatories and tubs. Enameled iron ware is produced by a covering of enamel applied over cast iron. Its surface is softer and somewhat more porous than porcelain. The truly vitreous fixtures of porcelain are made of clay which undergoes a drying process of several weeks and is then subjected to a heat of about 2500 degrees. This insures a high and impervious glaze which does not take stains so easily, can not rust and is much easier to keep clean. Small sinks and lavatories of porcelain now cost hardly any more than a good grade of enameled iron and are altogether preferable.

Care should be taken to preserve the glazed surface of an enameled or porcelain sink and consequently plumbing fixtures should not be scoured with gritty washing powders nor should strong acids or alkalis be allowed to stay on them for any length of time.

In selecting the outlet traps of all lavatories, sinks and tubs, see that the trap can be detached easily or is provided with a screw cap which can be opened for the easy removal of clogged material. There is usually a grease trap in the outlet of the kitchen sink to take care of stoppage.

Most of the exposed parts of the plumbing are nickeled; that is, nickel plate over brass or bronze. Often the difference in price of two fixtures which look alike is owing to the better coating of nickel of one over the other. Poor nickeling quickly wears off, making the fixtures unsightly.

Other details of plumbing conveniences are compression faucets which save water, especially hot water, and which eliminate the unsanitary overflow areas; a white porcelain seat on the toilet instead of wood, noiseless tank attachments to the toilet; gooseneck faucets; kitchen faucets with screw threads and kitchen faucet mixers.

The position of the main stopcock for the water in the basement should be known to all members in the family so that it can be shut off instantly in case of an overflow or accident. It should be tested occasionally to see that it is not too stiff to turn. It is also a good plan to have water shut-offs in the principal lines of the water supply so that the entire house need not be cut off from water when a new washer needs to be put in a faucet or other repairs made.

Demonstration of (1) Packing a faucet

(2) Cleaning a trap by a plumber, from local plumbing establishment

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C Children's Bureau, U. S. Department of Labor

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Infant Care

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Prenatal Care

The Pre-School Age

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Copy of State Certificate

The University of the State of New York

**CERTIFICATE OF ACHIEVEMENT IN HOMEMAKING
IN THE EVENING SCHOOLS**

This certifies that.....
of.....has completed satisfactorily a Homemaking
Course in the Evening Schools of.....in
Foods, Clothing, Health, Child Care, Furnishing, Management and
Home Life

[Dated]..... [Signed].....
Superintendent of Schools

*President of the University
and Commissioner of Education*

.....
*Director of Vocational
and Extension Education*

"As is the Home, so are the Community and the Nation"



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